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ABSTRACT

This guidebook provides information, exercises, and self-assessment instruments for training elderly people about the theory and practice of child care and development so that they can become caregivers in their homes or in community centers. The guide's eight units cover: (1) physical, social, emotional, and intellectual development; (2) children's development from birth to 18 months, 18 months to 3 years, and 3 to 6 years, noting individual differences and the development of self-knowledge; (3) the value of play and stimulation, ways to create an environment for play, and ways to design and make toys; (4) the manner in which children learn and ways to construct items related to play and learning; (5) the principles of storytelling, the use of aids to tell stories, and ways to choose, create, and tell suitable stories; (6) common childhood illnesses, first aid, hygiene and safety, and good nutrition; (7) the behavior of young children and guidelines for teaching children socially acceptable behaviors; and (8) creative expression through movement, rhythm, drama, art, and crafts. For each unit, an introduction, a list of objectives, an overview of the topic, and descriptions of one or more learning activities are presented. Appendixes contain handouts on developmental milestones; play, toys, and safety; homemade toys; storytelling; common childhood illnesses; basic health rules; and discipline. (AC)

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CHILDREN GROWING UP

A Guide for Teaching Elderly People about Child Development

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A Guide for Teaching Elderly People about Child Development

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CHILDREN GROWING UP

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The International Federation on Ageing is a non-governmental, non-profit making organisation bringing together national associations of and for elderly people together with those working with them. The IFA has 98 member organisations from 50 countries. Its aims include: working towards achieving the well-being of elderly people throughout the world; providing a world-wide forum for discussing issues and problems associated with growing old; promoting the interchange of information and experiences among associations representing older people and individuals working with them.

CHILDREN GROWING UP

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INTRODUCTION

'Children Growing Up' is a guide to the theory and practice of child care and development for training elderly people to be care givers in their own homes or in community centres.

Many countries need more trained helpers in child care and too often the fact that elderly people have time and experience to give is forgotten.

Most elderly people have cared for their own children and helped in the care of their grandchildren. This guide therefore aims to provide formal understanding of a subject in which elderly people already have considerable experience. The training exercises are designed to give elderly people confidence in their ability to make a contribution in organised child care and therefore the opportunity to regain the satisfaction which will come from the world of work and community involvement.

The Guide consists of eight lesson units:

1. Introduction to Child Development
2. Children Growing Up
3. Play and Stimulation
4. Learning
5. Story Telling
6. Health and Nutrition
7. Learning How to Behave
8. Creativity

Most units conclude with a self-assessment exercise to be given to participants to do at home or in the session. The Appendix contains further notes and handouts for participants.

At the end of the course, each participant should have gained:

- Basic knowledge and understanding of the growth and development of the young child, 0-6 years.
- Skill in providing care and in promoting the total development of the young child.
- Skill in making play/learning materials to stimulate the young child.
- Skill in designing and conducting stimulating activities.

The course may be offered over a two-week period. To help course planning, the contents page summarises the approximate times needed for each activity.

GETTING TO KNOW EACH OTHER

Time Needed: 45 minutes

The aim of this session is to help trainers and course participants to get to know each other in a relaxed and comfortable environment.

The following guidelines will help to make the session valuable.

GUIDELINES
(i) Welcome the participants
(ii) Introduce yourself and other trainers
(iii) Give a brief talk about the organisation which is running the course.
(iv) Give an overview of the course.
(v) Answer general questions.
(vi) Distribute name badges.
(vii) Play a 'Get to Know Each Other' game.

The following game is suggested:

Prepare pairs of matching cards, e.g.

Chic! - eggs
Needle - thread
Skirt - blouse
Foot - shoe
Dog - bone
Cup - saucer
Bat - ball

Give everyone a card and ask them to find their partners by matching their cards, e.g. chick with egg. When they are all paired, ask each to find out three interesting things about their partner and then introduce him or her to the group.

UNIT 1
CHILD DEVELOPMENT

INTRODUCTION

This unit introduces 'development', which is the process of 'growing up'. That is, how the child increases in height and weight from one stage of maturity to the next.

It also deals with each area of development: physical, social and emotional, and intellectual.

Content

The Meaning of Development
The Areas of Development
The Stages of Development

AIMS

General:

To provide participants with a basic knowledge and understanding of the principles of child development.

Specific:

To enable participants to:

(i) give the meaning of 'development'
(ii) list the areas of development, giving examples
(iii) list and discuss the various stages of development
(iv) identify the things which can affect development

SUMMARY

A child's development is the result of his responses to his physical and social environment. Each child develops according to an orderly sequence that is common to all human beings but each child develops at a different rate and pace. The baby sits up before it walks. The child is able to control large muscles before small ones; the upper region of the body, e.g. the head, before the lower, e.g. the toes.

As you watch young children, you will notice that they are better able to control body and mind as they grow older and develop.

Development is a process through which individuals pass as they grow older, increases in size and weight and move from one stage of maturity to the next as the body and mind work together. Development begins at conception. There are four areas of development which will be dealt with in the next three units: physical, social and emotional, and intellectual development.

Physical Development is easily seen as the child grows older and gets taller and heavier. Other aspects of physical development include the development and control of large and small muscles. Bowel and bladder control are physical activities which have to be learned. Children gain control over their bodies and learn to use a spoon to feed themselves and later, a knife and fork. Drawing, throwing and kicking a ball, lacing shoes, climbing and running are all physical activities. Children get better at doing these things as they play both indoors and outdoors and learn to coordinate and control muscles and body parts.

They should therefore have lots of time and opportunity to run, jump, push and pull objects, climb, slide, tear and cut paper, paint, draw and colour.

The relationship children have with parents, family and friends and his home environment, together with inborn characteristics are important to **social and emotional development.** As the children develop, they learn how to express emotions and to socialize. They go willingly to various people in their environment, begin to play with other children and share belongings with others. Children who share in the many and varied experiences of the family and who play and interact with other adults will be ...n to:-

accept and show affection;
be friendly and cooperative;
be less aggressive and afraid of the dark;
know right from wrong;
become independent;
learn acceptable ways to express his feelings, needs and wants;
love himself and others.

Social and emotional development then refers to the way in which the children see themselves, how they see others, how others see them, and how they think or feel others see them. This results in the way they behave and express themselves and their feelings about themselves and others.

Intellectual or Mental Development refers to children's ability to gain, store, arrange, rearrange and interpret the world around them. Language development, thinking and creativity are all part of intellectual development.

Each area of development affects and is affected by every other area of development. If development in one area e.g. physical development is poor it will be harder for the child to develop in other ways.

Development is affected by heredity (inborn characteristics) and environment (home setting and condition, the community in which one lives and grows). If the inborn characteristics are good, the child is healthy and the environment is positive and stimulating; the child's development will be normal. A child whose inborn characteristics are limited or who has health or physical problems can make good progress if placed in a stimulating environment. If a child is placed in a limiting environment, progress will be slow.

Children pass through the same stages of development, i.e. they are conceived - develop from the fertilized egg in the womb and are born. There is then the newborn infant who follows the pattern of development from babyhood through childhood, the teenage years (adolescence) to adulthood.

Children can only do the things for which they are developmentally ready. For example, a three week old baby cannot hold a bottle, neither can a two year old write, because they are both neither physically nor intellectually ready for these activities. They need many activities and experiences which will promote the development of their muscles, coordination and other abilities before they can be expected to perform these tasks.

UNIT 1
ACTIVITY 1

THE MEANING OF DEVELOPMENT

Time Needed: 1 hour

MATERIALS

Pictures of children at different stages of development, e.g. newborn baby, a toddler, a three-to-four year old, pre-teen and teenager. Chalk and chalkboard or flip chart and markers.

SETTING

Large group

METHOD

1. Discuss the concept of 'development', asking everyone for points of view based on previous knowledge.
2. Compare photographs of children at different stages of development. Record relevant points about each stage.
3. Present more pictures of children at random, ask everyone to suggest what stage of development they have reached and give reasons.
4. Define development in participants' own words. Write suggestions on board. Agree on an overall definition.
5. Ask participants: 'How do you know that a child is developing or growing up?'
6. Record the salient points of their responses, e.g.:
   a) gets heavier, bigger, taller
   b) begins to talk
   c) begins to crawl, walk
   d) does not cry much, etc
7. Discuss each point and decide what sort of development it is e.g. physical, and how each area of development affects the others.

UNIT 1
ACTIVITY 2

AREAS OF DEVELOPMENT

Time Needed: 30 minutes

MATERIALS

Flash cards (24" x 5") one for each development area. (See next page)

Three sets of strips of card on which are statements illustrating each area of development. (See next page)

Extra strips for participants' additional suggestions.

Three areas of wall or board and means to attach cards to them.

SETTING

Large group and three small groups.

METHOD

1. Place flash cards on the walls of the room or boards. Divide participants into three groups and hand each group a full set of statements on strips of card.

2. Ask groups to select an area of their choice, and then to choose statements which illustrate the area and attach them beneath the flash card.

3. Large group should check the choices made, examine each area, discuss the statements, give additional statements, and make individual notes on the final wall/board displays.

4. Conduct a question and answer session to test participants' understanding.

(FLASH CARDS)

PHYSICAL DEVELOPMENT	SOCIAL AND EMOTIONAL DEVELOPMENT
	INTELLECTUAL DEVELOPMENT

(SAMPLE STATEMENTS)

GETTING TALL	POINTING OUT OBJECTS CORRECTLY	MAKING FRIENDS	COUNTING
FOLLOWING INSTRUCTIONS	CONTROL OF MUSCLES	DANCING	BEING AFRAID
SMILING WITH STRANGERS	MATCHING COLOURS	SHARING	GIVING BACK A TOY
MAKING TWO-WORD SENTENCES	ENJOY A STORY	FEELING SAD/HAPPY	DRAWING

UNIT 1
ACTIVITY 3

STAGES OF DEVELOPMENT

Time Needed: 1½ hours plus time for visits to schools.

MATERIALS

Photographs of children at different stages of development
(a) infants (b) toddlers (c) pre-schoolers (d) middle years

Magazines with pictures of children, scissors, paste, scrap books (or paper, string and paper punch so participants can make their own)

Chalk and chalkboard / flip chart and marker.

SETTING

Large group. Small groups may be used if more convenient for some activities.

METHOD

1. Review and discuss the ideas in Activities 1 and 2. Summarise.
2. Examine photographs and put under appropriate stage, giving reasons.
3. Make a simple statement which defines each stage.
4. Make scrap books using magazine pictures which illustrate the various stages of development from birth to six years.
5. Visit centres and schools for children of different ages and note differences in the children.
6. Identify and discuss any obvious things from photographs or visits which could have affected the children's development.

UNIT 1
ASSESSMENT

DIRECTIONS

Check your knowledge. Read the statements and circle the word **True** if you think it is true or **False** if you think it is false. Here is an example:

Growing up is the same as development

(True) False

(a) As a child develops s/he gets taller and heavier

True False

(b) All children develop in the same way

True False

(c) All children do not pass through the same stages of development

True False

(d) Showing anger is an aspect of emotional development

True False

(e) Being able to walk is an aspect of physical development

True False

(f) Learning to talk is **not** part of intellectual development

True False

(g) Social development is seen when children play together

True False

(h) Infancy is the first stage of development after birth

True False

(i) Development is the process of growing up as the individual moves from stage to stage

True False

(j) There are only two areas of development

True False

(k) Development in each area does not always happen at a similar age

True False

ANSWERS

(a) True (b) False (c) False (d) True (e) True (f) False
(g) True (h) True (i) True (j) False (k) True

UNIT 2
HOW THE CHILD DEVELOPS

INTRODUCTION

This unit deals in more detail with the development of the young child from birth to six years. It describes the features and characteristics of children's development and notes their behaviour patterns.

Children whose development is different are also dealt with.

Content

How the child develops

The development of the child from birth to eighteen months

The development of the child from eighteen months to three years

The development of the child from three to six years

The child who is different

The development of self knowledge

AIMS

General

To give participants knowledge and information about the development of young children in order to understand their behaviour while caring for them.

Specific

To enable participants to:

(i) understand the characteristics of developmental behaviour in the child from -

(a) birth to eighteen months
(b) eighteen months to three years
(c) three to six years

(ii) discuss the following:

(a) self knowledge

(b) creativity

(c) language and thinking

SUMMARY

Development and growth patterns are essentially the same for all children. Some characteristics occur or are more obvious at certain stages of the child's development. Some stages are reached at different times for different children, but all children go through all of the stages in the same order.

The following are some general principles of child development which must always be kept in mind.

1. All growth follows a pattern
2. All children grow at their own rate
3. Growth occurs in many different areas and these are closely related to each other. However growth in different areas may proceed at different rates.
4. Children develop by sudden increases in ability with periods of little change before starting on something new.
5. Both maturing and learning are important in a child's development.
6. Children generally want to grow and learn and also have periods when they want to act and be treated like a younger child.

Children grow physically, socially, emotionally and mentally. The newborn baby grows from a tiny, helpless bundle into an active, curious, talkative and imaginative member of the family. At five months old a baby's birth-weight has usually doubled; at one year old it has tripled. Between two and two and a half years old, the toddler has all of his baby or milk teeth and by three years old, has passed through infancy and toddlerhood to begin the pre-school stages.

There are many changes in the size and shape of different parts of the body. The child begins to lose baby fat, becomes slimmer and more active. The head, which at birth appeared to be large when compared to the rest of the body, has not grown much. However, by the age of five, the head will have developed to nearly adult size.

From the creeper, crawler and climber at age one, the child has also learnt to take a few steps and has gradually improving balance. By two years old the child is running about and can ride a tricycle. At three years old, the child asks many questions and at four, can usually put clothes on and play organised games with others. The child is quite independent by five and can talk easily with other children and adults.

The important early years are now left behind. The child is now six and has learned to do a number of things without help. Guidance, encouragement, security, understanding and love have been the basis of development to this point; the child is now ready to live through the middle years, more independent of the home and within the school environment.

Some children are born with differences, while others acquire them later, either through illness, accident or conditions in the environment. The child who may be different needs to be treated as far as possible as an ordinary child. Remember a child is a child first, then a child with a disability.

The differences may be major, e.g. blindness, deafness, retardation, severe physical deformities or they may be minor, e.g. a missing toe, extra finger, being slower than average, delayed speech.

Although some children are different, they all have many of the same needs. They should be loved and allowed to develop independence and self confidence.

Children who feel good about themselves, loved, secure and wanted, develop positive ideas of themselves. When they know that parents and others love them, they behave lovingly towards others and learn to accept themselves as they are and are encouraged to grow further.

UNIT 2
ACTIVITY 1

THE CHILD FROM BIRTH TO SIX YEARS

Time needed: 1½ hours

MATERIALS

'Developmental Milestones' chart (see Notes/Handouts 1)

Plenty of photographs and magazines with pictures of children at different stages of development

Paste, scissors, scrapbooks (or paper, string, paper punch, so participants can make their own)

SETTING

Large and three small groups

METHOD

1. Introduce the activity by reviewing development from birth to six years.
2. Encourage everyone to recall and share developmental milestones and the typical behaviours of children they know. Note the differences in the attainments of children of the same age and how all these differences are still considered normal.
3. Divide participants into three small groups. Give them 'Developmental Milestones' chart (See Notes/Handouts 1) and ask them to read and discuss the milestones and behaviours noted. (Group members should select a leader.)
4. Instruct individuals to make scrapbooks which illustrate the order of some of the developmental milestones. Observe this activity and give assistance or guidance as necessary. Ask participants to write single sentence statements to describe the illustrations.
5. Ask everyone to read the handout again at home.

UNIT 2
ACTIVITY 2

DEVELOPMENT OF SELF KNOWLEDGE

Time needed: ½ hour

MATERIALS

Paper, pencils, crayons
Chalk and chalkboard / flipchart and markers

SETTING

Large group

METHOD

1. Ask everyone to draw a picture of themselves and to discuss it.

2. Question a few participants about their idea of self knowledge, i.e. were the drawings based on the ways in which they see themselves. Develop and specify main idea(s).

   Questions you can ask individuals about their drawings:

   (i) Are you happy or sad?
   (ii) What are you doing?
   (iii) What made you happy/sad?
   (iv) Why did you draw yourself the way you did?

3. Relate the drawing to children's behaviour and how they see themselves.

4. Formulate a definition of self knowledge.

5. Discuss the value of children doing the following:

   a) Recognizing their names
   b) Looking at themselves in a mirror
   c) Talking about themselves and their families; the things they like to do
   d) Drawing themselves
   e) Expressing how they feel

6. Ask the group to make a list of other activities that can help children understand themselves.

UNIT 2
ASSESSMENT

DIRECTIONS
Match the first statements to the correct endings.

1. Baby begins to walk independently	A. can be built by a toddler
2. The child plays easily with others	B. language develops very quickly
3. The 3 to 4 year old uses language more than	C. by about twelve months
4. The 3 year old plays	D. while holding on
5. A tower using four or six blocks	E. the child may be able to read easily
6. The 2 to 3 year old is very energetic	F. tears to express his feelings
7. The 4 to 5 year old's	G. during a child's 5th and 6th years
8. Baby climbs the stairs	H. by children between 18 months and 2 years
9. Between 5 and 6 years	I. at 4 years
10. A period of intense physical activity is	J. alone most of the time
11. Two word sentences are used	K. and engages in many activities which involve major muscles such as pushing, pulling and running.

UNIT 2

ANSWERS

1) C	5) A	9) E
2) I	6) K	10) G
3) F	7) B	11) H
4) J	8) D	

UNIT 3
PLAY AND STIMULATION

INTRODUCTION

This unit deals with play and stimulation and their importance to the development of the young child. Play, which is often described as children's work, is their main activity especially in the early years.

Stimulation on the other hand is all the experience children have which enables them to live, adapt to and participate in their environment. Play offers much stimulation.

Content

The value of play and stimulation
Creating an environment for play
Designing and making play materials

AIMS

General

1. To explore 'play and stimulation' and provide opportunities for participants to understand their importance to child development.

2. To provide opportunities to observe stimulating play environments and materials; and to learn how to make play materials.

Specific

To enable participants to:

(i) define play and stimulation
(ii) discuss the value of play and stimulation
(iii) select a toy for a child in a specific age group, examine its quality and say whether it is suited to the child's developmental level.
(iv) design and make play materials.

SUMMARY

Understanding play and stimulation and their value and importance to child development will help you to meet the needs of children from birth to six years. **Play** is a meaningful and necessary activity for children because it is their way of learning many things. It takes many forms and children engage in it for enjoyment and pleasure; to work out frustrations and to solve problems.

Children begin by playing alone and do so until they are three years of age, then they play alongside others. At four, they begin to play with other children and by six they are playing cooperatively a lot of the time.

Young children also engage in dramatic and imaginative play. All healthy children play. This is good, because play promotes exploration, experimentation, language, thinking and an understanding of the world and themselves. Play promotes total development. When children play there is opportunity to exercise the mind and body; to have firsthand experiences of a variety of situations; and to get to know people, animals and/or objects. Through play, children get rid of anxieties and fears, express and communicate ideas and feelings and establish relationships. They learn to lead and follow, to give and take, and to live and work together.

Stimulation is all the experiences young children are given by adults in an environment in which they discover themselves and become aware of the world around them. Play is a very good source of stimulation and the many sensory experiences it offers help children to grow, learn and be happy.

Children are stimulated when they are hugged, touched, played with and smiled at. They can learn a great deal if adults talk to them, sing, call their names, laugh when they do, play music and 'read' their picture books. Other interesting activities such as imitative games like dressing up, looking in the mirror, time to explore outside and to move to music are very helpful and important.

These stimulating experiences help children to grow and learn. Special children have special needs but they should be allowed the same experiences and given attention to their special needs. For example, when talking to children who are 'hard of hearing', face them and speak slowly and clearly so then can copy sound and words.

Children who do not 'see too well' should be allowed to explore by touching and feeling. Give them large, brightly coloured and textured toys.

Children with physical deformities should be assisted when necessary. Special activities that they can enjoy without difficulty may be planned for them. However, as far as possible, they should be encouraged to join in activities with other children.

Children who 'learn things slowly' should be allowed to play with one thing or one group of things at a time. They need lots of encouragement and positive response to their efforts.

Creating stimulating environments by making a variety of play materials and planning interesting activities helps children to develop curiosity, language, social, mental, body and sense awareness, and physical ability. They also provide opportunities for discovery, experimentation, exploration, copying others, participation, repetition and problem-solving, all of which are good learning tools. Remember that the variety, quality and quantity of the experiences in the environment are the key to stimulation and learning. When making toys for children many things have to be considered. These deal basically with function and safety:

* Make toys that can be used in a variety of ways
* Use 'throw-aways' for making toys and play materials
* When making toys, choose materials that can be easily washed and kept clean
* Collect clean, junk materials
* Children love stuffed toys that can be squeezed, hugged, cuddled and punched

* Toys should be brightly coloured and some should be able to move (push and pull toys, mobiles) and make sounds (rattle)
* Toys should be easy to handle, light and able to be used in many different ways.

* Remember toys must be SAFE, clean, hard wearing, non-poisonous, without sharp edges or points, or easily detachable small parts, so that they can safely be taken apart, put back together, pushed, cuddled and put in the mouth.

UNIT 3
ACTIVITY 1

THE MEANING OF PLAY AND STIMULATION

Time needed: 1 hour

MATERIALS

Selected play things and play materials (see Notes/Handouts 2 & 3).

Chalk and chalkboard / flipchart and markers, pencils and paper, poster which gives the definition of stimulation (see p 30).

Hanger, wood, string and card for mobile (see p 30).

1 piece of 4" by 4" card for each participant

SETTING

Large group

METHOD

1. Ask everyone to select an object in the room and do something with it. This may be done alone or collectively.

2. After five minutes, get them together for discussion through questioning.

   - What activity was carried out?
   - What did you use?
   - What made you decide on doing what you did?
   - Were you alone? Why?
   - Did you enjoy the activity?
   - Did you learn/find out anything during the activity?
   - What did you learn/find out?

3. Summarize the points brought out in the discussion, emphasising the following:

   - Play is meaningful and enjoyable; it is a child's way of learning and finding out things for himself.

   - Play takes many forms.

   - The more varied the play materials the greater the opportunity to explore, experiment, discover and solve problems.

4. Together with the group make a clear statement which defines play.

5. Ask participants to close their eyes while you write the word 'S T I M U L A T I O N' on the chalkboard/chart.

6. Tell them that a word has been written on the board and that when told to open their eyes they should look at it, then write down the first word that comes to mind.

7. Invite eight to ten participants individually to write the word on the board, making a list beside the word S T I M U L A T I O N.

8. Talk about each word on the list in relation to S T I M U L A T I O N. Ask those who were not called upon to suggest other words to give meaning to S T I M U L A T I O N.

9. Set up Poster (see p 30). Everyone should note the content and react to it. Summarize.

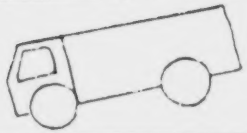
10. Make a S T I M U L A T I O N IS: mobile (see p 30).

11. Give participants a task to do at home:

Select the toy of a young relative or neighbour's child. Play with it for a while, then (on a 4" x 4" square of card) write down its name and all the things that can be done with it. You may use a simple line drawing to illustrate it. Example on next page.

HOME TASK

TRUCK



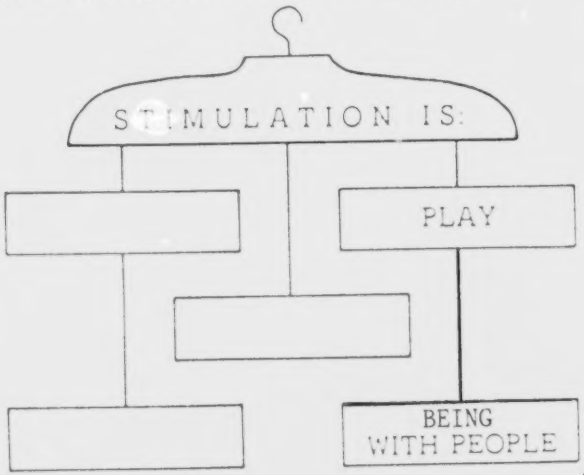
It can be pushed, pulled or made to roll on its wheels. Put things in it. Count the wheels, etc.

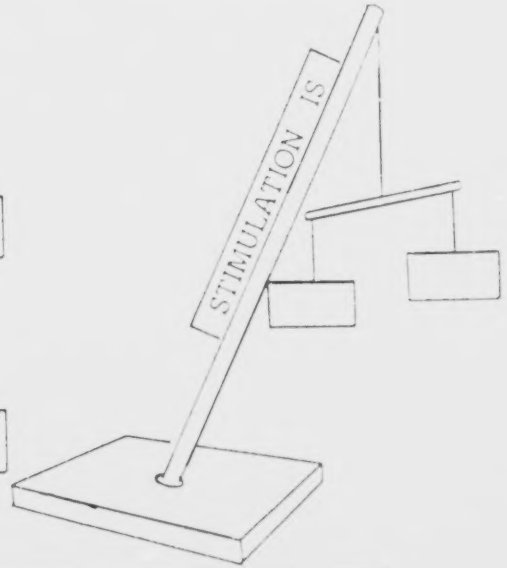
Ideas for Poster and STIMULATION IS: Mobile

POSTER

THROUGH STIMULATION FROM PEOPLE, ACTIVITIES, AND ENVIRONMENT, CHILDREN BEGIN TO KNOW THEMSELVES AND THE WORLD AROUND THEM.

THEY NEED TO SEE, HEAR, TASTE TOUCH, SMELL AND MORE





UNIT 3
ACTIVITY 2

THE VALUE OF PLAY AND STIMULATION

Time needed: 1½ hours

MATERIALS

Game: Pass-a-ball, i.e. a ball and musical instrument or song.

Chalk and chalkboard / flipchart and markers

Sample Play Ideas Kit, i.e. box containing 4" x 4" cards, each giving illustrations and uses of particular toys or games.

One 4" x 4" box for each participant

Card, scissors, rulers

SETTING

Large group

METHOD

1. Review definitions for play and stimulation.
2. Give instructions on how to play and then play the game: Pass-a-ball. (With back to participants the trainer plays a tune or sings a song, stopping occasionally. The person holding the ball when the music stops is out. The last person in is the winner.)
3. Discuss the playing of the game and what was discovered.
4. Make summary notes.
5. Invite everyone to share toy card information (from previous day's homework exercise).
6. Ask the group to exchange cards and make copies for filing in their own Play Ideas Kit, prepared by using sample on display.

UNIT 3
ACTIVITY 3

WHAT IS A GOOD TOY

Time needed: 1½ hours

MATERIALS

Illustrations and samples of homemade toys for young children (see Notes/Handouts 3)

Chalk and chalkboard / flipchart and markers

SETTING

Large and small groups

METHOD

1. Begin the activities with a short talk with illustrations of 'Toys for Young Children'.
2. Stage a discussion/question and answer session.
3. Ask small groups of three or four participants to select a toy for a child in a specific age group, examine it carefully, identify its qualities and report to the large group whether it is good and safe for the child.
4. Sort the home-made toys into two piles. Place good, safe toys in pile A and the others in pile B.
5. Make a list of the characteristics of a good, safe toy.
6. Ask participants to take notes on the list.

UNIT 3
ACTIVITY 4

DESIGNING AND MAKING PLAY ITEMS WORKSHOP

Time needed: 1 day

SUGGESTED TIMETABLE

0915 - 0945: Review (i) Value of Play and Stimulation
(ii) Characteristics of a Good Toy
0945 - 1000: Select patterns and materials for making specific play items
1000 - 1015: Break for a drink
1015 - 1200: Make and complete play items
1200 - 0100: Lunch
0100 - 0230: Design and make a toy
0230 - 0315: Display and tidy up
0315 - 0330: Departure

MATERIALS

A collection of odds and ends, e.g. scraps of cloth and paper, plastic containers, buttons, boxes, cans, cardboard and cotton reels (see Notes/Handouts 2 & 3).

Paste, scissors, paints (non-toxic), brushes, hammer, nails, rulers, tape measures, needles, thread, sharp knives and other play materials (see Notes/Handouts 2 & 3).

SETTING

Large group

METHOD

1. Review discussion on (i) The Value of Play and Stimulation
(ii) Characteristics of a Good Toy
2. Invite participants to select materials for making traditional play items of their choice.
3. Make and complete the selected toys.
4. Encourage everyone to make a second toy using their own design.

5. Label each toy, noting the age of the child for whom it was made and its use.
6. Display the finished toys artistically.
7. View the display and comment generally. Base comments on characteristics of a good toy.

NOTES

Participants may be advised to make other toys at home during spare time. Add these to the display and keep for a general exhibition to be mounted at the end of the course.

UNIT 4
LEARNING

INTRODUCTION

This unit deals with learning, that is, how the young child learns. Learning happens everywhere. Every experience provides an opportunity for learning to take place. Make every activity a time for learning. Mealtime, bed-time and other routine times can be happy learning times. It must be remembered that the young child learns a great deal through play.

Content

How Children Learn
Play/Learning Materials

AIMS

General

To improve and expand participants' knowledge of how young children learn so that they can provide stimulating learning environments and experiences for those in their care.

Specific

To enable trainees to:

(i) keep in mind their knowledge and understanding of the value and importance of play in the learning process of the young child,

(ii) identify the various ways through which children learn,

(iii) gain and strengthen skills in designing and making play/ learning items for young children.

SUMMARY

Young children learn many things as they play and interact with adults and other children in a variety of situations.

Children are by nature curious and as a result they explore their environments continuously. Exploring is one way through which learning takes place. Exploration calls for the use of the senses; children love the feel of wet sand, to splash in water and to mix paints.

As they participate in these interesting activities, they find out things for themselves.

Children are happy to try out things, they want to learn about and know how to do things. This is why they explore. For example, little Sharon would much rather mix yellow and red paint to see what colour results than to be told about it, or have it mixed for her.

When children explore they are actively learning about the world in which they live.

It was pointed out earlier that children are happy to try out 'things', even though they may be in a situation for the first time. This trial may result in failure, but they will try again and again, sometimes not making the same mistake. Eventually, they become successful. Trial and Error or problem solving is one way in which children learn by putting parts together so that everything fits in place.

Children have been observed imitating or copying adults and other children. Doing and saying what others do and say is called imitation. This is another way by which children learn. As adults, when teaching a young child to thread beads for example, we may say 'Watch what I do so that you can learn how to do it'. Remember that children will imitate even if you do not ask them to, therefore the things that you do and say should always be done and said correctly.

Children learn by doing. When they handle materials, play with others and by themselves, share ideas and observe, they are actually involved in learning. Children who observe others can learn a great deal; they will eventually try to do what they observed.

Repetition and imaginative play are two other ways by which children learn many things. Children repeat rhymes or parts of stories which they have asked to be read. They practise the same skills until they become commonplace. Their imaginations are very good learning tools. Because young children participate in and enjoy imaginative play, they can become the characters they wish. They can practice being a

teacher, farmer, doctor, mother, snake, dog, cat or tree. They are able to try out the jobs of these various people, to move and behave like the animals and objects and to work through feelings of pleasure and sadness.

Exploration, experimentation and discovery are ways by which young children learn to think, use language, find solutions to problems and live and work with others. They learn best when they feel good about themselves, secure and loved.

A variety of well-designed, colourful and stimulating materials help children to learn many things. Provide them with materials which will get them 'doing'. Such materials make learning an experience in which all the senses are used to gather information. Balls, dolls, puzzles, paints, playdough, blocks, picture books, cards and beads are some of the inexpensive materials that can make learning challenging. Children need materials which develop sensory awareness and promote handling and physical skills. When carefully selected with specific purposes in mind and when children are guided or left to use them on their own, the following may be achieved:

(i) Skill in handling materials
(ii) Joy and satisfaction in achievement
(iii) Ability to play and work with others
(iv) Discrimination in distinguishing form, colour, texture and size
(v) Readiness for reading, counting, science, writing, creative expression.

UNIT 4
ACTIVITY 1

TOYS THAT TEACH

Time needed: 1½ hours

MATERIALS

A variety of play/learning materials which are both familiar and new to the participants. Include single toys and games for use by individuals and small groups.

SETTING

Large and small groups.

METHOD

1. Review ideas relating to the value of play by discussing the following points:

   Play is valuable and important because it:
   - promotes physical development
   - encourages social interaction
   - promotes language development and creativity
   - stimulates intellectual growth
   - encourages thinking and problem-solving
   - provides opportunities to express emotions

2. Select one of the play items on display and demonstrate the number of ways it can be used by a child or an adult and child.
3. Question the group about the **learning** possibilities for a child playing with the item used in Step 2.
4. Ask everyone to select a plaything of their choice from the display, examine it carefully, note all its features; then list all the things they think a child can **learn** by playing with it.
5. Participants should share their findings, to stimulate discussion. Add other suggestions where necessary.

6. Let small groups select and play with toys and games.
7. Summarise by reviewing the main points of the session and ideas from the various activities.

NOTES

Supervise participant's play by going to small groups and individuals; ask questions:

a) What are they finding out about the material;
b) With what age group(s) could it be used;
c) How would they use it;
d) Is it safe; and
e) Can it be used in several ways.

UNIT 4
ACTIVITY 2

ROLE PLAY - ALL ABOUT LEARNING

Time needed: 2 hours

MATERIALS

None

SETTING

Large and small groups.

METHOD

1. Give a brief talk and discuss play as a way of learning.
2. Let everyone recall ways in which they learned certain skills.
3. Give small groups role play situations and time to prepare (see below for suggestions).
4. Present role plays, each of which portrays one way by which children learn i.e. by doing, exploration, trial and error, imitation and observation. After each presentation, invite large group discussion and let participants name the learning type illustrated.
5. Summarise by listing the various ways of learning and the activities that can help children to learn.

SUGGESTIONS FOR ROLE PLAY

Groups should be given fifteen minutes to prepare role play presentations.

Situations:

Group 1: Learning by doing - buckling or lacing a shoe
Group 2: Exploring - a nature walk, looking at leaves
Group 3: Trial and error - sorting, using a shape tray
Group 4: Imitation - home and family play

UNIT 4
ACTIVITY 3

PLAY/LEARNING MATERIALS WORKSHOP

Time needed: 1 day

SUGGESTED TIMETABLE

0915 - 0945: Examine and discuss a selection of play/learning materials

0945 - 1000: Select samples and materials for making play/learning items

1000 - 1015: Break for a drink

1015 - 1200: Make and complete two simple items for a specific child

1200 - 0100: Lunch

0100 - 0230: Make and complete a selected item for a slow learning child.

0230 - 0315: Display and tidy up

0315 - 0330: Departure

MATERIALS

A variety of play/learning materials e.g. puzzles, picture books, dominoes, matching cards - made from discarded or throw-away materials such as scraps of cloth and wood, cardboard, paper, cotton reels, boxes, cans, plastic containers, covers, yarn and string (see Notes/Handouts 2 & 3).

Discarded throw-away materials as listed above and other odds and ends; scissors, paste, rulers, newspapers, sharp knife, non-poisonous paint, magazines, greeting cards and tape (see Notes/Handouts 2 & 3).

Paper for instruction sheets.

SETTING

Large group

UNIT 4

METHOD

1. Participants should examine play/learning materials on display; discuss the use and value of selected ones.
2. Design and make two different play/learning aids for a specific child.
3. Make a play/learning aid for a slow-learning child which will help him learn a specific skill.
4. Display play/learning materials with clearly written instruction sheets.
5. Judge exhibits.

NOTE

The participants may be given Notes/Handouts 2 & 3 to read with the notes they have compiled in the course of the Units 3 and 4.

UNIT 5
STORYTELLING

INTRODUCTION

This unit deals with storytelling, which is a living art. It is not the same as reading to children, because a book is not there to form a barrier between the listener and the storyteller. Every child loves to listen to stories and most of them love to tell them.

Content

Principles of Storytelling
Aids to Storytelling
Creating and Telling Stories

AIMS

General

To introduce participants to the basic principles of storytelling and to strengthen their skill in storytelling.

Specific

To enable participants to:

(i) list the principles of storytelling
(ii) demonstrate the use of aids in storytelling
(iii) choose, create and tell stories suitable for young children

SUMMARY

Stories have been enjoyed by children in the past, and continue to be enjoyed by them today. Stories are used to entertain, teach and to develop an appreciation of literature. Through storytelling creative abilities and language skills are developed. Young children learn to listen, they learn new words and their meaning and how to keep ideas in a sequence. They also learn to use language effectively when given the opportunity to create and tell their own stories.

Storytelling is one of the basic ways of transmitting ideas. The imagination is developed and quickened and an appreciation of beauty in art, literature and life is deepened. It is a means of helping

children to get to know the world around them. Storytelling has been described as the breathing of life into literature.

Storytelling is one of the liveliest forms of communication. Living through an experience in the form of a story can also help to ease tension arising from real experiences. The storyteller's function is to entertain and give joy.

Children should be told stories because they love to listen to them and also because they live in a world of make believe. Stories delight children, stimulate their imagination and increase their understanding of language. They bring rest and solace, refreshment and relaxation.

Children love to listen to action-filled stories. Folk tales, fairy tales, animal stories and other simple stories based on a single sequence of events and structured so that the children are able to guess what might happen next, are good because:

* they have a simple, strong language and they stick closely to a single idea or plot;
* the introduction is short and arouses interest in what is to happen;
* the development is step by step; the end comes quickly and is satisfying;
* they appeal to the emotions and arouse such responses as humour, love of adventure, desire for courage, compassion, joyfulness, a sense of good fellowship and fresh imagination and creativity.

Select short, simple stories that appeal to children, then learn each one as a series of pictures. First, read a selected story slowly, allowing the picture of each character and event to form naturally in the mind. Then, close the book and think the story through in terms of those pictures. Finally, read the story to study the kind of language used. Stories learned in this way become the storyteller's own because he brings them to life.

The use of pictures, puppets or other simple visual aids makes storytelling come alive. The use of the voice, facial expressions and gestures can improve storytelling. There are moments which call for slow, leisurely telling; a slight pause, the quickening of the pace add to the excitement, wonder and awe. The amount of fun and enjoyment one gets out of telling stories comes from knowing the story well.

UNIT 5
ACTIVITY 1

HOW TO TELL A STORY

Time needed: 1½ hours

MATERIALS

Chalk and chalkboard / flipchart and markers
Resource Person (e.g. a good storyteller from the community)

SETTING

Large group

METHOD

1. Engage group in open discussion of storytelling, bringing out ideas relating to:
   a) what makes a good children's story
   b) how to tell interesting stories
2. Listen to a story told by the community storyteller.
3. Discuss how the story was told; what made it enjoyable.
4. List and record the principles of storytelling:
   Stories should:
   (i) be simple and enjoyable
   (ii) have a single plot and plenty of action
   (iii) stimulate language and imagination
   (iv) appeal to the senses
5. Ask for individual volunteers to tell simple stories.
6. Give a critical review of each story and the storyteller's style.
7. Ask participants to write a short story for children at home, to be told to the group at another session.

UNIT 5
ACTIVITY 2

AIDS TO STORYTELLING

Time needed: 1½ hours

MATERIALS

Pictures, puppets and other visual aids
A variety of props e.g. scarf, spectacles, tie, flowers, etc
Resource Persons (Select a group of pre-school workers from the community and ask them to prepare five-minute stories to be told to the group, in the way they would tell them to young children, using suitable aids.)

SETTING

Large group

METHOD

1. Initiate and guide short discussion of ideas for making storytelling interesting.
2. Discuss with demonstration how the voice, facial expressions, gestures and body posture help to make story characters interesting and alive.
3. Invite participants to share through mime, story characters they love.
4. Listen to short stories told by selected resource persons, paying close attention to the use of aids.
5. Everyone shares their comments and asks questions.
6. Invite a few volunteers to create their own story before the next session and to come prepared to read it to the group.

UNIT 5
ACTIVITY 3

TELL ME A STORY

Time needed: 1½ hours

MATERIALS

Props - pipes, canes, walking sticks, sunglasses etc
Dress-up box
Puppets, puppet stage

SETTING

Large and small groups

METHOD

1. Ask participants who have created stories to read them to the group, which will assess each story making use of the principles previously recorded.
2. Make suggestions for improving the stories to the writers and/or storytellers.
3. Ask small groups to select stories from among those told and decide the best way to present them.
4. Ask each group to present the story they have selected to the large group, using props and aids.
5. Collect the stories and make copies for each participant, who then makes an illustrated book of stories for children.

NOTE

Notes/Handouts 4 'A Guide to Storytelling' can be given to participants to read with their own notes on this Unit.

UNIT 5
ASSESSMENT

DIRECTIONS

Each participant asked to tell a story to the group

Procedures for assessment:

1. Trainer and group listen to the story and observe each storyteller.
2. The trainer completes the checklist (see next page).
3. At the end of each story, using the checklist as a guide, the trainer questions the group and the storyteller, bringing out strengths and weaknesses, and offering suggestions for improvement.

CHECKLIST
Assessing Story Telling Skills

Tick ✓ Appropriately

The Story SECTION A	YES	NO
1. The content of the story was meaningful.		
2. The story made the listener think and show feeling		
3. The language was appropriate		
4. The story was simple and short		
5. The story was appealing.		
6. The story was enjoyed.		

The Storyteller SECTION B	YES	NO
1. The storyteller was appropriately dressed		
2. The storyteller's voice was clear & interesting, showing change in character.		
3. The storyteller knew the story well.		
4. The aids used were suitable.		
5. The aids were used appropriately.		
6. Gestures and facial expressions were used.		

UNIT 6
HEALTH AND NUTRITION

INTRODUCTION

This unit deals with the important areas of health and nutrition. Children need adequate health care and nutrition along with love and guidance if they are to develop physically and mentally. Healthy, well-nourished children are those who develop good health and eating habits. People who take care of children must themselves have good habits and set good examples by making sure that bodies, clothing and surroundings are clean and meals are well balanced, nutritious and regular.

Content

Health Care - recognizing, preventing and treating common childhood illnesses
- simple First Aid hints
- personal and environmental hygiene

Nutrition - importance of good nutrition in the early years
- feeding the young child

AIMS

General

To increase participants' awareness and knowledge of the importance of good health and nutrition in the development of young children so that they can promote the practice of good health and nutrition habits.

Specific

To enable participants to:

(i) Discuss common childhood illnesses, their prevention and treatment;

(ii) Identify and record simple First Aid hints;

(iii) Share ideas on personal and environmental hygiene and safety;

(iv) Discuss the importance of good nutrition in the early years;

(v) Share ideas on the feeding of the young child.

UNIT 6

SUMMARY

There are some basic principles concerning childhood diseases with which you should be familiar so that you can help chart a safe course for young children during the early years. Childhood diseases are essentially the same for all children, even though they may not appear in the same age span for all. The principles of prevention and cure are the same.

To keep children in good health and protected against disease there are many things that should be done. The child's diet should be nutritious, clean and free from infection, and eaten by them in the correct quantities and in pleasant surroundings.

The home should be clean and happy. Children should have time for play and rest; they should have plenty of fresh air and sunshine, regular bowel movements and plenty of sleep.

It is possible that children may get ill even when these basic health rules are observed. There are many reasons for this. If children have been immunized, ensure that they receive boosters on time, as this will lessen the possibility of children being attacked by dangerous germs which help the spread of diseases such as measles, whooping cough and mumps. Immunization is not painful and it is effective. It protects children from several serious and often fatal illnesses and should therefore be given not later than three months of age. In rare cases, and despite immunisation, some children may get one of the diseases, in its less severe form. Close contact with infected children, adults or pets may result in the spreading of infection.

Children who eat what could be considered enough food, may still have some vital elements missing from their diet. Not having enough of the right foods to eat results in loss of weight, lack of energy, slow growth and poor resistance to infection. It is therefore necessary to ensure that the diet of all young children contains, in correct amounts, the nutrients which help them to grow strong and healthy.

Good food in correct quantities is necessary for health and energy. Plants and animals need water, sunlight and a variety of food for adequate growth; so too the human body needs water and many types of good food to develop physically and mentally.

Good food for the baby is breast milk. It is the best, because it is a complete food and protects the baby from disease. Babies can be fed on breast milk alone until about four to six months old, after which they may be introduced to cereals, eggs, fish and vegetables. There is no need to add salt and other seasoning to the young child's food and they can do without added sugar. Children quickly acquire a taste for these and it is very good practice not to introduce them to either salt or sugar. They are not too young to suffer the effects of diabetes or dental caries.

Foods have been put in groups because of their different purposes in the body. Some foods have more than one purpose. For example, peas and beans which help to repair and replace body cells also promote growth and provide energy.

The following are the three main food groups. Children must eat some of each every day.

(i) **Energy Foods:** are starchy foods such as bread, cereals, potatoes and other root vegetables, and sugar. Some other foods such as peas and beans and those which contain fat also provide energy. (Young children need lots of energy because they are very active.)

(ii) **Growth Foods:** are protein foods such as milk, cheese, eggs, meat, fish, poultry, peas, beans and nuts. These foods contain calcium which is needed for the development of strong teeth and bones. During the early years growth is rapid and so young children neet to eat foods which will promote healthy growth.

(iii) **Protection Foods:** that is minerals and vitamins found in many different foods such as meats, milk and milk products, fruits, vegetables and eggs. Children are susceptible to many childhood diseases unless immunized, and even then they do get them. It is therefore necessary that their diets contain minerals and vitamins which help to protect the body against diseases and poor health.

Foods should be well-prepared, washed clean and not over-cooked as over-cooking decreases food value. Some foods need very little or no cooking at all.

Besides good preparation and presentation, food should be eaten in pleasant, comfortable surroundings free from stress. This will help digestion. Food should be slowly and thoroughly chewed before being swallowed.

Care must be taken when storing and preparing food. Many diseases can be spread if food is not stored, prepared and handled under clean conditions and if food handlers are not well.

There are a few principles to be followed if children are to be well-fed and healthy.

GOOD FOOD GUIDE

* Introduce infants gradually to food from the family pot, by giving them very small portions. Start with very soft foods, then semi-solid and chopped foods; later when the children have teeth, they can have food like the rest of the family.
* Remove children's servings from the family pot before adding spices.
* Be sure that foods which need good cooking are cooked thoroughly and serve small portions; they have small stomachs.
* Feed the children at regular intervals.
* Serve them nutritious snacks.
* If you must use sugar and salt, keep them at a minimum.
* Make mealtimes happy times.
* Remember that children do not 'eat well' when they do not feel well; are afraid, upset or feel sad.

UNIT 6
ACTIVITY 1

COMMON CHILDHOOD ILLNESSES

Time needed: 1 hour

MATERIALS

Chalkboard, chalk / flipchart and markers

Matching Game on common childhood illnesses - game board and cards (see p 57).

Copies of information sheet on common childhood illnesses (see Notes/Handouts 5). This may need to be adapted, with expert help, to make it relevant to your country.

Copies of Basic Health Rules (illustrating basic rules for a child's good health) (see Notes/Handouts 6)

SETTING

Large group

METHOD

1. Ask group to name common childhood diseases. List these on board.
2. Discuss each disease. Participants should identify the symptoms and state how they have treated children in their care who have had these diseases.
3. Play the Matching Game on Common Childhood Illnesses.
4. Discuss home remedies. Stress the need for immunisation, good nutrition and sanitation.
5. Summarize main points.
6. Study and discuss Basic Health Rules (see Notes/Handouts 6). Distribute copies.
7. Distribute copies of information sheet on common childhood illnesses (see Notes/Handouts 5).

How to Play Common Illness Matching Game

1. Divide into three small groups. Give each a set of cards on which is written Symptoms, Status and Treatment for each of the common childhood illnesses in your country.
2. Each group studies its set of cards.
3. Place the large 'game board' on the chalkboard then ask participants to identify a common childhood illness. Place the name card in the appropriate column.
4. The Symptoms, Status and Treatment are given by the small groups. These are discussed before being placed in the appropriate columns on the 'game board'.
5. The game continues until all illnesses have been dealt with.

MATCHING GAME - Example

Common Childhood Illnesses

NAME	SIGNS/SYMPTOMS	STATUS	TREATMENT	REMARKS
1. Common Cold	Sniffy, running nose and sometimes a sore throat, fever and irritability; also restlessness and loss of appetite.	Infectious - readily passed on from one person to the next.	Bed rest and steaming if congestion makes breathing difficult. Fluids should be offered at frequent intervals and only a light diet at regular mealtimes.	
2. Measles	Rash all over the body which makes it look red.	Very contagious.	No specific treatment. It is however very important for a doctor to make a diagnosis.	
3. Mumps	Fever, painful swelling of the glands and on either or both sides of the face in front and below the ear.			

UNIT 6
ACTIVITY 2

SIMPLE FIRST AID

Time needed: 1 hour

MATERIALS

A well-stocked First Aid Kit
Resource Person (preferably a Nurse)

SETTING

Large group and small groups

METHOD

1. Present general guidelines on simple First Aid.
2. Discuss and clarify points on simple First Aid and the necessity for referring children to medical practitioners.
3. Ask the nurse to summarise important points, and then demonstrate some basic procedures, for example dressing a wound.
4. Share and record simple First Aid hints.
5. Small groups to plan and present short role plays which illustrate caregivers applying simple First Aid techniques in the following kinds of situations:
   a) attending a young child who has grazed her knee;
   b) cleaning a cut;
   c) treating a boil, sting, simple burn, scratch;
   d) caring for a young child with a cold, fever, headache, tummy ache.
6. Discuss each presentation.

WHAT TO DO

BITES (Stings, scratches)	- Wash wound under cold water, dry and cover with adhesive dressing.
BOILS	- Clean the skin around the boil with surgical spirit; cover with adhesive dressing.
BURNS (Simple, e.g. finger)	- Put under a cold tap.
CHOKING	- Induce coughing; a series of sharp pats on the back, between shoulder blades may help.
CUTS AND GRAZES	- Put under gently running water: cover with gauze taped to the skin or leave open to dry.
DIARRHOEA	- Ensure adequate fluid intake.

UNIT 6
ACTIVITY 3

HYGIENE AND SAFETY

Time needed: 1 hour

MATERIALS

Charts illustrating:

(a) care of the body - bathing, clean clothes

(b) clean surroundings - proper rubbish disposal, exterminating bugs and pests

(c) safety precautions - in the kitchen, play area

Chalk and chalkboard / flipchart and markers

SETTING

Large and small groups

METHOD

1. Let each small group study a selected chart, noting the ideas illustrated and listing the messages given.
2. Present charts, ideas and messages to large group. Encourage discussion and questions.
3. Give examples of unsafe environments. Ask participants what they would do to make them safe for young children in their care.
4. Make a set of health and safety rules to be used by care-givers.
5. Recall common sayings which give messages that deal with health and safety.

UNIT 6
ACTIVITY 4

FEEDING THE YOUNG

Time needed: 1½ hours

MATERIALS

Pictures or models of various foods
Magazines, paste, scissors, card, markers
Chart - Good Food Guide (see Summary)

SETTING

Large and small groups

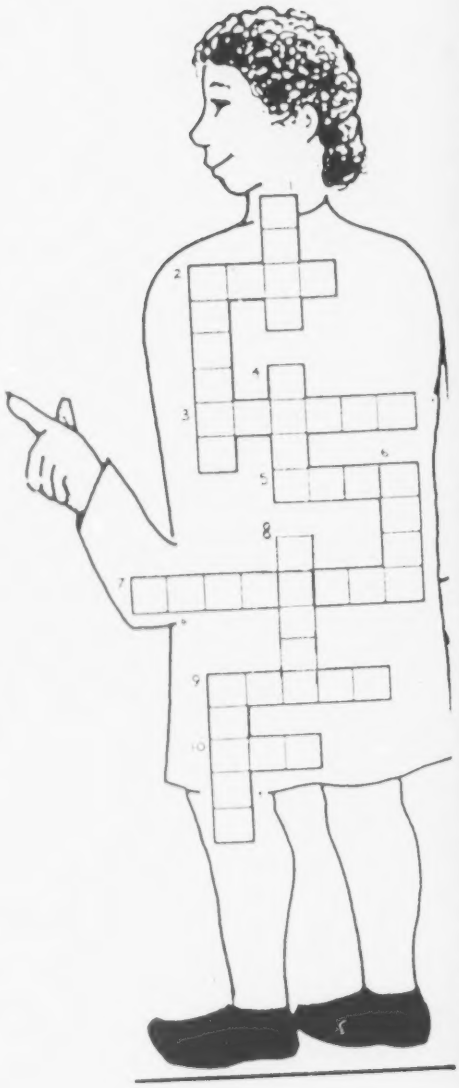
METHOD

1. Define nutrition and make statements which bring out the importance of good nutrition.
2. Give histories of real children which illustrate the importance of good nutrition. Discuss each case.
3. Discuss such ideas as: meal planning, food preparation, food hygiene.
4. Using pictures or models of a variety of foods, make up the three main food groups. (Energy, growth and protection)
5. Discuss the Good Food Guide. Plan and, in small groups, use pictures and/or models of various foods to prepare meals for young children in various age groups.
6. Make up a 'nutrition handbook' which gives information on:
   (a) Food groups (Energy, growth protection)
   (b) Locally produced foods - Fruits, Vegetables, Meat, etc.

UNIT 6
ASSESSMENT

DIRECTIONS

Complete the following crossword:



DOWN

1. A wholesome food for young children M---
2. CH---- can be used instead of meat and fish
4. Wash behind the child's -A-- when you bathe him
6. P--- and beans are growth foods
8. Children have ----L stomachs
9. Avoid S---- foods

ACROSS

2. A sniffy, running nose is a sign that the child has a --L-
3. Take out portions from the family pot for young children then S--S-- the rest for adults in the family
5. S---
7. V------S are found in green, leafy and yellow vegetables
9. Encourage the child to eat raw S-L--
10. Always E-- right.

ANSWERS

Down: 1) Milk 2) Cheese 4) Ears 6) Peas 8) Small 9)Sweet

Across: 2) Cold 3) Season 5) Soap 7) Vitamins 9) Salad 10) Eat

UNIT 7
DISCIPLINE - Learning How to Behave

INTRODUCTION

This unit deals with discipline or learning how to behave, another very important aspect of development. Young children are eager to satisfy their curiosity; they want to touch everything they see. They must learn not to touch fire, to stay in their own yard and as they grow older, to respect the rights of others. They must also learn to cope with anger and to be kind and considerate. Children learn appropriate ways of behaving from adults and other children with whom they are in contact. The early years are the best time for learning how to behave.

Content

Analysing young children's behaviour
Showing children how to behave

AIMS

General

To help participants to promote self discipline in the children under their care.

Specific

To enable participants to:

(i) Discuss the behaviour of young children and assess or explain particular behaviours.

(ii) Prepare guidelines which can be followed in helping children to learn socially acceptable behaviours.

SUMMARY

Punishment is used by many people to discipline children - that is, those who have not learned to obey and co-operate. This method of discipline is not entirely successful, because the tendency is to control the individuals rather than to teach them self control.

The use of punishment and other faulty methods in teaching children to behave is the result of a lack of understanding of human nature and in

particular, how children learn. Children are not by nature bad, they simply need direction and limits, and it is better to praise and commend them than to punish them.

Children should be praised or commended for their acceptable behaviours, as this helps them to see the positive results of their acts. Likewise, unacceptable behaviours should not be rewarded so that they also see the negative results of their ways.

Care-givers should seek to avoid the need for punishment. On many occasions there are reasons why children are 'naughty or disobedient'. Sometimes they may be tired and need rest, or the care-givers may be tired, and anything the child does annoys them. Children who have quite a lot to do and are happy won't give trouble and won't be problems; they will grow up not needing punishment or threats.

Help children to develop self-control and self-reliance. As babies, adults do everything and think for children; as toddlers, adults help children to become themselves while keeping control over their safety, security and social acceptability. As pre-schoolers who are ready to learn how to behave in a variety of situations and circumstances, adults help children to become themselves while keeping control over their safety, security and social acceptability. In time, care-givers lessen the level of control allowing the child to follow guidelines and practise habits which have become their own.

Children who have been treated with respect and shown consideration, politeness and co-operation, will in turn respect others and be considerate, polite and co-operative.

Young children are very intelligent and observant. So when showing them how to behave it is important that the following guidelines be observed.

First, it must always be remembered that children are people and individuals and must be respected.

* Reward good behaviour and be careful that poor behaviour does not get rewarded.
* Answer children's questions truthfully.
* Give clear instructions.
* Be positive. Ask children to 'do' things. 'Don't' presents a challenge.
* Tell them why they may or may not behave in certain ways - this helps to build confidence.
* Trust children to behave as they should at all times.
* Encourage young children to use their words to express angry feelings rather than hitting, pushing, kicking, etc.
* Be a good model and always be consistent.
* When you have been wrong, admit it.

UNIT 7
ACTIVITY 1

ANALYSING BEHAVIOUR

Time needed: 1 hour

MATERIALS

None

SETTING

Large group

METHOD

1. Present a short talk emphasising the following:
   - Children want to learn and to know; they like to please.
   - Children learn from experience, and they imitate the behaviour of those around them.
   - Discipline is not punishment.
   - Behaviour problems such as confusing reality and fantasy, failing to understand property rights and arguing are characteristic of certain ages (but are not true problems).

2. Discuss important points.

3. Examine and discuss the following issues and answer the questions.

   (a) If a three year old refuses to do what her grandmother asks her to do, what procedure would you suggest? What might be some reasons for the child's refusal?

   (b) A wilful two-year old is determined to have his own way. To get him to do as he wishes, his grandfather goes to the door and calls the policeman or doctor to come after him. What do you think of this? Why? What method would you suggest that he use?

(c) A nervous, frightened four year old whose parents hit her when she does not obey instruction immediately. What do you consider to be the good and bad points of this method?

4. Ask the group to give examples of children they know who are well behaved, and state the extent to which they think adults in the children's lives have been responsible for this development.

5. Participants should consider the following question:-

'Is it possible that care-givers can teach or encourage children in their care to be naughty?'

Then prepare short dramas illustrating how this can happen, for presentation at the next session during Activity 2.

6. Ask everyone to observe or recall and record the forms of punishment used by adults they know and hold the records for use in Activity No 2.

UNIT 7
ACTIVITY 2

PREPARING GUIDELINES

Time needed: 1 hour

MATERIALS

Furniture and props for dramas

Chalk and chalkboard / flipchart and markers

SETTING

Large and small groups

METHOD

1. Review points which emphasise positive ways to be used in helping young children learn how to behave.
2. List as many behaviours as possible which may be regarded as 'difficult' or 'problematic'. Analyse each and note possible ways of dealing with them.
3. Present dramas. Discuss what they show.
4. Share records of forms of punishment used by adults they know (from Activity 1). Discuss each and suggest ways of improving them where necessary.
5. Using points raised during discussions and the content of the dramas, prepare some guidelines to be used with the children in helping them to learn how to behave - i.e. to be safe, secure and socially acceptable.
6. In small groups prepare and present dramas which illustrate a variety of positive ways of teaching young children to behave.

UNIT 7
ASSESSMENT

DIRECTIONS

Complete the following check list by placing a tick in the appropriate box.

	YES	NO
1. Caregivers should allow young children to grow up and not baby them too much, unless they are tired, ill or going through a phase of needing extra comfort.	[ ]	[ ]
2. Caregivers should give children in their care everything they ask for.	[ ]	[ ]
3. Caregivers should bribe, threaten or cheat children.	[ ]	[ ]
4. Caregivers should be courteous to their children at all times.	[ ]	[ ]
5. Caregivers should be warm and affectionate, not firm and cold.	[ ]	[ ]
6. Caregivers should always be fair and consistent.	[ ]	[ ]
7. Saying 'don't do this' and 'don't do that' is bad practice.	[ ]	[ ]
8. Caregivers who have never learnt self control can help children in their care to gain self control.	[ ]	[ ]
9. Self control is learned and this takes time.	[ ]	[ ]

UNIT 7

SCORE YOURSELF 1 POINT FOR EACH CORRECT ANSWER

6-9 You have done well 1-5 You will soon be doing well

ANSWERS

1) Yes 2) No 3) No 4) Yes 5) Yes
6) Yes 7) Yes 8) No 9) Yes

NOTE

Participants may be given Notes/Handouts 8 'Discipline' to read with their own notes on this unit.

UNIT 8
CREATIVITY

INTRODUCTION

This unit deals with creativity which involves the free expression of oneself through drawing, painting, drama, music, movement and writing. The opportunity to experiment with a variety of materials and create, and to express ideas and feelings, results in joy and satisfaction.

Content

Creative Activities

Creative Expression in Movement, Rhythm, Dramatisation, Art and Craft

AIMS

General

To revise, improve and increase participants' creative expression through movement, rhythm, drama, art and craft.

Specific

To enable participants to express themselves creatively using a variety of materials, basic skills and techniques.

SUMMARY

All individuals have creative ability which varies only in degree and kind of expression. Individuals need to be exposed to a variety of ideas and expressions in their environment so that their imagination can unfold and expand.

Creativity can thus be defined as the ability of the individual to think and express himself in original and imaginative ways. Creativity expressed in its various forms provides for the expression of ideas and feelings, emotional release and satisfaction, all of which are important in promoting total development.

UNIT 8

The adult who understands the value of creativity and creative expression will create situations in which children will be able to explore actively. Think of the ideas, concepts and skills which children derive from movement, exploration, listening to music, painting, constructing, modelling, dramatising and singing.

UNIT 8
ACTIVITY 1

MUSIC MOVEMENT AND RHYTHM

Time needed: 2 hours

MATERIALS

Home made musical instruments to include drums and drumsticks, shakers, rhythm sticks, sand blocks, grater, banjo and others (see Notes/Handouts 3).

Record player and records or tape recorder and tape selections of children's rhymes and songs

Chalk and chalkboard / flipchart and markers

SETTING

Large and small group activities in open area. Arrange seats in a circle.

METHOD

1. Open with a short discussion based on the observations of young children and their reaction to music.

2. Question and answer session.
   - Do participants sing to young children?
   - What kinds of songs do they sing?
   - Do young children play singing games?
   - Are young children interested in music?
   - How do children learn to respond to music?
   - Where does rhythm come from?

3. Listen to a variety of children's rhymes and songs and discuss them.

4. Select two commonly used children's songs, sing them out loudly. (Trainer observes)

5. Question group based on observations made, e.g. moving to rhythm, clapping or tapping accompaniment. What caused them to move, clap or tap? Was movement fast or slow? What have they noticed about young children when they sing those songs and when they are sung to?

6. Through questioning help everyone to understand that children develop a sense of rhythm from an early age and they find joy and happiness in musical expression.

7. Select a well known folk song to be sung. Encourage group to express their feelings through movement, and by exploring available space. Then discuss how they felt.

8. Ask small groups and individuals to prepare a variety of musical presentations using instruments of their choice. The presentation should include marches, folk songs, national rhythms and children's songs.

9. Judge the presentations.

10. Summarise the main points of the session.

NOTE

Opportunities for individual presentations should be provided. Participants who own musical instruments should be asked to take them to the sessions.

UNIT 8
ACTIVITY 2

DRAMA, ART AND CRAFT
Time needed: 2 hours

MATERIALS

Costumes, props

Assortment of junk and natural materials

Play dough, clay, paints, brushes, scissors, paste, string, magazines, needles, thread, simple woodwork tools, tooth brushes, nails

Display of simple items illustrating:

painting:
- spatter, finger and blotto painting
- straw blowing

printing
- vegetable, string, object and texture

modelling
- clay and play dough

collage, paper folding, crafts

SETTING

Large and small groups and individual activities. Six work areas inside and outside (where possible), each work area providing a collection of materials.

UNIT 8

METHOD

1. View display and discuss the various art forms.
2. Let small groups and individuals select work areas and use materials provided to create an artistic or crafted object of their choice and autograph it.
3. Groups and individuals explore some or all of the other areas.
4. Mount a display of completed works.
5. Ask groups to present artistic displays in other forms e.g. mimes, dance, drama, choral speaking, dialect.
6. Comment on displays

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UNIT 8
ASSESSMENT

DIRECTIONS

Circle the correct answer

1) Creativity is:
   a. the ability of an individual to use ideas and knowledge in original and constructive ways.
   b. being able to draw, paint, dance and sing.
   c. not the same as self-expression.
   d. being able to make things.

2) Children should be:
   a. told how to draw, paint, sing and dance; tell stories that adults write; this will help them become creative.
   b. left alone and creativity will develop on its own.
   c. given many opportunities to express themselves in order to develop their creativity.
   d. creative if you sing to them.

3) Children who are creative are:
   a. smart
   b. able to recite well
   c. rude
   d. none of the above

4) Creativity should:
   a. not be encouraged
   b. be stimulated during the first five years
   c. be encouraged when the child is in High School
   d. be allowed to develop on its own

ANSWERS

1) a 2) c 3) d 4) b

DEVELOPMENTAL MILESTONES

The brain is the most rapidly growing organ in the body during the first two years of life. The way in which the brain matures is seen in the skills acquired by the infant in movement, language and reasoning.

Development always occurs in the same sequence, e.g. the baby first gains head control, then reaches out purposely, then sits unsupported, then stands, and then walks.

However, the time in which these skills are acquired varies widely, e.g. most infants walk about 12 months of age, but a few walk much earlier and others may walk a few months later.

The following chart describes some of the more important developmental milestones and the usual periods within which they are achieved.

AGE (APPROX)	PHYSICAL	SOCIAL & EMOTIONAL	INTELLECTUAL
THE BABY			
BIRTH - 6 MONTHS	Balances his head Turns to see and hear. May sit alone for a short while. Begins to coordinate hand and eye. Reaching towards, touching and handling everything in sight, often putting things in mouth.	Begins to exchange looks and smiles. Studies and reacts to familiar faces with waving arms and legs and noises. Cries in different ways to express different feelings.	Knows mother from others and familiar from unfamiliar people. Curiosity expressed by looking, grasping and mouthing. Makes a variety of sounds.
6-9 MONTHS	Sits alone. Crawls and stands holding onto furniture. Can work hands, eyes and mouth together more easily. Grasps objects with forefinger and thumb. Teeth begin to appear.	Enjoys simple games like Peek-A-Boo. Recognises social signals like waving goodbye. Goes to familiar adults. Pushes away things if does not want. Shows fear of new situations and people.	Pays greater attention to things and is not so easily distracted. Makes noises and says 'Mama' and 'Dada'. Understands some words and recognises own name.
9-18 MONTHS	Walks and crawls up stairs, with assistance at first. Can throw a ball. Investigates everything. Can begin to use a spoon.	Enjoys games with activity and rhythm like Pat-A-Cake. Imitates actions and responds to requests. Uses words and gestures to express wants. Can tell if you are upset or happy.	Makes many expressive sounds. Imitates words and makes sentences of one or two words. Can match shapes and name familiar objects. Increasingly curious and exploratory. Tries hard to finish a task. Sorts and stacks objects.

THE TODDLER

18 MONTHS - 2 YEARS	Can build a tower with 4 to 6 blocks. Can climb stairs using rail for support and can get into an adult chair. Runs around. Very active.	Increasingly able to differentiate adults. Plays alone or alongside others but seldom with them. Uses common social graces like 'thank you' and 'please'. Reacts strongly to things. Affectionate and aggressive. May bite, slap or hit - should be encouraged to use words to express anger and not allowed to hurt people. Is easily frustrated yet persistent and more independent.	Uses 2-word sentences and names familiar objects. Explores, plays 'pretend' games. Listens to stories. Can use 20-50 words including 'I', 'me' and 'you'. Can follow simple instructions.
2-3 YEARS	Can jump and hop on one foot. Walks up and down stairs; alternating feet on each stair. Very active; running, pushing, climbing and dancing. Can try to dress and undress given a little help. Learns quickly.	Shows trust and love. Enjoys many experiences and relationships. Helps adults with simple things. Beginning to obey rules. Plays alone or alongside other children but seldom with them. Strong desire for independence. Aggression and frustration can be more easily handled constructively. Uses language to express feelings and desires and is developing a sense of humour.	Can name many objects. Remembers many things. Beginning to deal with numbers. Ideas of colour, shape, texture and space are developing so can see similarities and differences. Ability to reason, solve problems and compare beginning to develop. Very curious.

3-4 YEARS	Rapid physical development has now slowed down. More in control of body and movements. Wants to find out about and try everything, e.g. dressing, combing hair, swinging high, putting a machine on. Tiring stage for carers but children must be allowed to extend themselves.	Now enjoys play with others. However ownership of toys and possessions still cause problems - must be encouraged to share and take turns. Social and emotional development greatly helped by language development. Can now begin to reason and negotiate with others.	Words, grammar and meaning are experimented with as ability to communicate develops. Can put noun and verb together, e.g. 'I want go home', 'baby hungry'. Carer must encourage language development and set a good example for language.
4-5 YEARS	Moves with confidence, e.g. dancing and swimming. Must be supervised carefully as enthusiasm will lead to trying activities child is not fully ready for.	Personality beginning to show clearly. Can play with others with fewer conflicts. Understands world does not revolve around 'me'. However also realises ability to achieve desires through language and behaviour. Reality and fantasy can be confused. If child does not tell the truth, this should be pointed out but not severely punished.	Language develops fast but with errors. Activities to prepare for reading and writing can be encouraged but a child who is not ready should not be forced to do formal work.
5-6 YEARS	Physically, apart from height, much as will be until puberty or adolescence. However this is a period of intense physical activity and child should be given every opportunity to practise physical skills.	Some adapt more easily than others to entering school. Words, ideas and actions of others of same age become very important - another stage in moving towards independence and own identity.	Language now well developed. Fewer mistakes. Books are now very important and reading may come easily. 'Why' becomes a much used word and should be responded to without annoyance.

PLAY ACTIVITY, TOYS AND SAFETY

PLAY ACTIVITIES AND TOYS

Infants (Zero to One Year)

Eye/Neck Movements

A Moving/Objects Game:

While baby lies on back, pass a colourful object backwards and forwards. Eyes and neck will turn to follow movement of object - keys, bright plastic objects, etc.

B Dangling Objects:

Hang interesting objects from string stretched across cot/crib. Add variety by including objects that make interesting sounds, e.g. light rattles, mobiles that move, etc. Note: This must be dismantled before a baby is able to sit up or they might get entangled.

Arm/Hand Movements

A Reaching and Grasping Activities:

Rattle game: hold rattle within baby's reach, shake it and encourage baby to reach out and grasp. Repeat activity, increasing distance of rattle from baby each time. Other toys can be substituted.

B Hand Coordination:

'Pat-a-cake'. Get baby to clap hands together in playing 'pat-a-cake' with you.

C Dropping and Retrieving Objects:

Allow baby to drop a variety of manageable objects while seated on low chair. Baby can pick them up and repeat action.

D Banging Objects:

Give baby a variety of objects to bang together e.g. small blocks, pans and spoons.

Finger Movements

A Squeeze Games:

Give baby small rubber toys for squeezing and exercising fingers. Small stuffed toys can be substituted.

B Tearing Fun:

Old books and magazines. Give baby a page of an old magazine for tearing; show finger movements. Baby can use fingers to turn book leaves. Cardboard books are recommended, as leaves are thick and more easily manipulated.

C Thumb and forefinger:

Put small sized objects, which are not easily swallowed, into an old bag or plastic container. Encourage baby, under supervision, to pick up objects with finger and thumb and place on floor. Baby can replace in containers with similar action.

Give baby bite-sized foods to pick up with thumb and forefinger in order to eat. Don't leave baby alone with food in case of choking.

Tie string to baby's favourite toy. Encourage baby to use fingers to pick up string and pull toy.

D Scribbling:

Give baby large crayons. Use large sheets of discarded paper which can be marked on while on the floor.

E Fitting Together and Pulling Apart:

Give simple toys that encourage the baby to fit things together or into slots e.g. simple posting boxes, egg cartons with suitable objects to fit into spaces, simple puzzles.

Wrap parcels, e.g. empty cartons, etc, in pretty paper. Paper should be loose enough to tempt baby to pull it off.

Leg/Body Movements

A Row Your Boat:

Encourage baby to use own body, rocking forward and backwards as you hold both hands. Sing a song and encourage rocking to the tune.

B Crawling:

Encourage baby to crawl after objects by attaching an attractive toy to a string and pulling it along the floor.

C Walking:

Encourage baby to practise walking with support by putting chairs together so that baby can hold on and walk around.

SUITABLE TOYS (0-1 year)

Mobiles

Dangling toys

Little music boxes

Cuddly toys

Rattle

Bell

Teething rings

Fill 'n' dump toys

Large plastic beads

Nesting toys

Stacking toys

Blocks

Unbreakable mirror

Rubber/plastic squeeze toys

Rag dolls

Balls

Floating bath toys

Cloth and Picture Books

(See Safety Notes)

Toddler (One to Two and a half Years)

Finger Movements

A Give child large wooden beads or cardboard cutouts and shoe laces to thread them together. Remember safety.

B Posting Box:

Make simple posting box with one or more 'posting holes'. Make or select objects with shapes that can be matched and posted into the various 'posting holes'.

C Screwing Bottle Tops:

Cut plastic bottles with screw-on or snap-off covers to a manageable size. Let child have fun, putting-on and taking-off covers.

D Simple Collages:

Let the child use fingers; picking up, tearing, putting on paste and pasting things on to paper to create a 'picture'.

E Simple Puzzles:

Prepare simple puzzles or shape boards of 1-4 pieces. Child can fit pieces together using fingers/hands. In first puzzles, each piece should show a whole object.

F Clothes Pegs:

Give child a variety of wooden clothes pegs and a variety of containers or cardboard pieces. Child can put pegs onto edges of containers. Can also pin cardboard pieces together in any creative way. This will be good exercise for fingers and will stimulate creativity.

G Finger and Hand Puppets:

Make a variety of puppets for hand and finger use. Give to child for experimenting and using in different ways. Child might have own 'conversation' with the puppets while exercising fingers or hand.

H Drawing and Scribbling:

Give the child large crayons, pencils, markers and paper to scribble on and create own 'drawings'. Fingers will be exercised, also hand and arm movements.

I Blocks - Small Cubes:

Give the child small blocks that can be lined up in a straight row or stack one on top of the other, using finger and hands. Other objects can be substituted.

J Stacking Games or Nesting Games:

Make toys that can stack or 'nest', one inside the others. Make them colourful. Child will be encouraged to use fingers for grasping objects.

K Art and Craft Activities:

Simple art and craft activities will encourage the use of fingers, hands, arm, e.g. play dough, painting, pasting.

Arm Movements

A Throwing:

Balls, bean bags or other light objects. Child can throw freely. Make the game more interesting by cutting a hole in a large cardboard or piece of plywood. Child can be asked to throw object through hole. For older age group increase number of holes in board.

B Action Rhymes and Songs:

There are many finger play and action songs that encourage movement of the arms. The toddler will enjoy the different arm movements and the games.

C Pushing and Pulling:

Child can pull and push toys on strings or containers, filling them up to make them heavy and throwing out the contents to lighten.

D Water Play:

This activity encourages scooping and pouring water, using the arms. Sand play encourages similar activity.

E Musical Instruments:

All musical instruments encourage the use of arm muscles, e.g. shaking, banging, spinning, knocking etc.

Leg and Body Movements

A Climbing Activities:

Simple, low-climbing frames, low boxes or steps for climbing up and down, can be provided for the child.

B Crawling and Rolling Over:

This can be done with variety e.g. cutting holes in large boxes for children to crawl through. Provide a mattress or soft mat for child to roll over on - sideways, forwards or backwards.

C Bend and Stretch Games:

Help child to use own body by imitating some of your movements, e.g. bending to pick up things; stretching to reach objects.

SUITABLE TOYS (1 - 2½ years)

Stuffed farm animals

Farm box

Simple puzzles (1-4 pieces)

Form boards

Blocks of all sizes

Snap beads

Wooden toys large enough to sit on and in - truck/aeroplane

Nesting toys

Musical toys

Sandbox, sand toys, digging toys and bucket

Balls

Play phone

Hand or finger puppet

Plastic nuts and bolts

Mallet and peg toys - pounding bench

Fill 'n' dump toys

Push-pull toys

Stacking toys - graduated rings

Dolls

Books

(See Safety Notes)

Pre-Schooler (Two-and-a-half to Five Years)

Detailed Coordination

A Buttoning:

Make an outline of a boy and a girl, out of cardboard. Using cloth, make a shirt and dress front with buttons and button holes. Stick these onto the outline. Children are to button and unbutton the shirt and dress.

B Zipping:

Make a stuffed bear and a suit to fit him. This suit must have a zip down the front. To dress and undress the bear, the child has to manipulate the zip.

C Snapping.

Make a rag doll whose body parts are all detachable and can be put together by snapping the parts to each other.

D Sewing Cards:

Trace onto thick cardboard various shapes and outlines; punch holes along the outlines. Give the children coloured string and yarn and big, blunt needles for sewing.

SUITABLE TOYS ($2\frac{1}{2}$ - 5 years)

Play dough

Bead to string

Simple puzzles

Peg board and pegs

Blocks

Pounding bench

Swings

Wagon

Rocking horse

Play phone

Play table and chairs

Toys for pretend play - stove, sink, refrigerator, dishes, mop, broom, ironing board and iron, scrub board

Dolls - doll clothes

Books

Stick horse

and many, many more

(See Safety Notes)

NOTES / HANDOUTS 2

TOY SAFETY NOTES (FOR ALL AGES)

Toys should be:

* non-poisonous/non-toxic
* not likely to choke (i.e. must be too large to swallow - especially for infants who put everything in their mouths and all children under 3)
* without sharp edges, splinters or protrusions
* securely constructed so they do not come apart or disintegrate dangerously
* easy to clean or wash
* suitable for the child's stage of physical and mental development

HOMEMADE TOYS

A. HOUSEHOLD ITEMS USED FOR TOYS (See also Safety Notes in Notes/Handouts 2)

Material	Purpose
1. Boxes	
Large cardboard cartons	Play house and/or hiding
Middle-sized cardboard cartons with homemade rope pulls	Climbing, Pushing, Pulling
Small cardboard cartons and cigar boxes	Manipulative play
2. Kitchen Utensils	
Plastic sugar scoops	Sand shovels
Plastic mixing bowls	Nesting toys. Creative play in housekeeping corner
Plastic spoons	Creative play in housekeeping corner
Plastic ice cream containers	Storing manipulative toys. Rattles.
Measuring cups	Sand toys
Measuring spoons	Rattle
Large cans	Storing toys. Making drums. Rattles.
Small cans	Paint containers for easel. Pull toy if adapted with string
Plastic dishes or boxes	Water play. Storing toys
Plastic containers with homemade handles of rope or string	May be used for storing manipulative toys such as wooden beads, rig-a-jigs, etc
Plastic bottles or jugs	Water play. Manipulative toy
Plastic spice shakers	Sand or water play
Aluminium pie pans	Rhythm instruments
Pastry/Cookie cutters (preferably plastic)	Play dough
Canister set	Storage for various articles

Material	Purpose
3. Miscellaneous	
Fabric pieces	Various textures for developing feeling of touch
Brown paper bags	Storage. Wastebasket liner
Bean bags - plastic, washable	Develop large muscle skills
Diapers/Nappies	Baby doll blankets. Creative play
Hats made from paper bags	Creative play
Old shoe	Lacing
Flashlight	Manipulative toy
Spools	Block building. Rattles
Plastic patio lanterns	To add colour to room
String, yarn and rope	To make handles. To string wooden beads
Wallpaper sample book	Cut and paste. Add colour to room
Small alarm clock	To help develop listening skills
Ladies purse (with handles)	Creative play
Wheels (from movable furniture; and broken toys)	To push and pull

4. Wall Decorations can be made from:

1. Magazine pictures mounted on cardboard
2. Designs cut from contact paper/adhesive paper
3. Pages from unwanted books
4. Place mats
5. Stuffed animals - small
6. Fabric bought by the yard (having a print with a bold picture)
7. Vinyl or heavy plastic bought by yard; should be colourful and hard-wearing.

B. TOYS THAT CAN BE MADE (See also Safety Notes in Notes/Handouts 2)

Dangling crib toys:

Firmly attach bright cloth, ribbons, spools, measuring spoons, etc, to cord or coat hanger. Hang securely from the sides of the crib/cot or from the ceiling. Remember these must be removed before the baby can sit up and you must be sure no object could become detached.

Rattles:

Fill small plastic bottles or other containers with large buttons, bottle caps, large stones, etc. Tape or glue the top on securely. Use objects which cannot be swallowed if rattle breaks.

Cuddly toys:

Use a pattern in cutting out material. Sew two pieces of material, e.g. terry cloth (old towel) or other material, together. Stuffed with washable items such as rags and old nylons or with foam rubber.

Feelie ball:

Sew different textured materials (silk, wool, cotton, velvet, fake fur) together to make a ball. Stuff with rags, old nylon or foam rubber.

Puzzles:

Use pictures from cereal or other colourful boxes. Cut into large pieces.

Colour and Shape Lotto:

Cover two large pieces of paper with differently coloured squares. Paste onto cardboard. Cut one board to separate squares. Cover the uncut board and the cut squares with transparent/clear contact paper/adhesive paper. Child matches squares to those on the board. Also use different shapes of the same colour for matching.

Busy board:

Attach workable hardware fixtures (e.g. hinge, sliding door bolt, door knocker, door knob) to a board.

Books:

Cut out large pieces of paper bag. Fold in half; sew together with yarn or string, paste magazine pictures and stories inside.

Push-pull toy:

Make a train by tying several boxes together. Fill them with objects which make noise.

Fill 'n' dump toys:

Cut a hole in the top of a container. Provide objects (spools, clothes, corks, jar lids, plastic spoons) for the child to put in and dump out.

Nesting and stacking toys:

Use graduated size cans, boxes, bowls, pots, pans, and plastic cups and glasses to fit into each other and stack into a pyramid.

Blocks:

Use assorted sized wood scraps from a lumber yard or building site. Sand off rough edges and paint with non-poisonous/non-toxic paint. Boxes may also be used as blocks.

Puppets:

1. Paper bag puppet:

Fill the end of a small bag with cotton or crumpled paper. Insert a stick or pencil. Tie a string around the stuffed end to make a head. Paint or draw on a face.

2. Glove-finger puppet:

Cut the finger off a glove. Draw a face and body on it.

3. Potato puppet:

Cut a hole in the potato for a finger, or insert a stick. Draw, paint, or stick a paper face on it.

Dress up play:

Give child old hats, shoes, bags or purses and clothes. Make hats out of paper bags. Make clothes out of blankets, table-cloths, or scraps of material. Make a house by putting a blanket over a high table.

Doll furniture:

Make stove, cupboard, sink and refrigerator by painting large cardboard cartons or large crates. Make a doll bed out of a box filled with scraps of material.

Cardboard tunnel:

Cut ends out of several large boxes. Attach boxes to make a tunnel for child to crawl through.

Play cube:

Cut various size holes in sides of large cardboard box for child to crawl through.

Balance beams:

Rest a board 1 foot wide and 3 feet long on a single layer of bricks. Make quite sure it is stable.

Sand play:

Give the child spoons, cans, plastic bowls, boxes, cups, funnels, and sieves to fill and dump.

Water play:

Put water in a tub or bucket outdoors or use the sink indoors. Give the child old plastic containers, sponges and corks to play with.

Play dough (recipe):

1 part flour
1 part salt
water

Mix together to a soft consistency. Will keep 3 or 4 days wrapped in wax paper stored in a cool place. Make sure children wash their hands after using it and don't try to eat it.

Finger painting:

Use newspaper or shelf paper. Old shirts or blouses will protect children's clothes.

NOTES / HANDOUTS 3

MUSICAL INSTRUMENTS YOU CAN MAKE

Rhythm Blocks:

Any scrap of wood can be cut into rhythm blocks as long as you can cut two blocks of the same size; but it is easier to play with blocks less than an inch thick. Use a cross-cut saw, and make your blocks square, round, oblong or triangular. Sand them smooth. then shellac or paint with non-poisonous/ non-toxic paint if you wish. You'll need handles and you can use drawer pulls, strips of an old leather belt, pot cover handles, spools, narrow blocks of wood etc.

Coconut Halves:

Use a sharp saw to cut a dried coconut shell in half, clean the inside thoroughly. Sand the edges smooth. Shellac or paint with non-poisonous/ non-toxic paint both inside and outside. See how many different sounds you can make, besides just clapping them together. Tap the two halves lightly together in rhythm. Does it sound like galloping? Try placing a sheet of paper between the two coconut halves and rubbing in time to music. Does it sound like walking through water or mud?

Cymbals:

Cymbals are usually hollowed brass plates. These plates can be scraped against one another in a side-swiping motion, or the left cymbal can be held flat and struck by the edge of the right cymbal. For a soft sound, one cymbal is struck with a padded mallet or brush; for great loudness, two drum-sticks are used.

Kitchenware Cymbals:

Home-made cymbals can be made from pot covers. Test the covers to find one or two of proper ringing tone. Chances are they will be lids of heavy gauge (thinner aluminium covers have too tinny a sound.)

Jingle Ring:

You will need 10 to 14 soda bottle caps. Soak the caps and pry out the inside corks. Then hammer along the edges of the tops and flatten them. Drill a hole in the centre of each bottle cap. Attach them in pairs to a ring/hoop with colourful yarn, safety pins, or loops made from wire coat hangers. You can disguise the ring by winding crepe paper or material scraps around it. Play the jingle ring by holding it in one hand and striking it with your hand. Shake it, if you prefer, or put a short stick through the hoop and wind it round and round in a small circle. If you have trouble, grasp the stick with a hand at each end.

Shoebox Strummer:

A cardboard cigar or shoe box supplies a ready-made frame. Remove the cover and use only the open box. Half an inch from both ends of the shorter sides, cut small grooves with an ordinary kitchen knife. Place your box so that the longer sides face you. Select your thinnest, shortest rubber band. String it around the box and fit it into the pair of grooves nearest you. Then into the grooves on the far side, put your widest, longest band. Measure off 2 more pairs of grooves of equal distance between the end grooves. String on 2 more rubber bands grading them as to size. Pluck the strummer with your fingers or used kitchen match stick.

Drums:

Cover the ends of any hollow tube or box. Experiment with different materials for different sounds.

Shakers:

Fill milk carton or small plastic bottles with beans, peas or macaroni.

MORE IDEAS FOR TOYS YOU CAN MAKE

You have probably thought of other ideas for simple toys to make from throw-away materials. Put your ideas into practice as play things for your young children.

A GUIDE TO STORYTELLING

THE STORY

Pre-school children like stories which:

1. are easy to follow and humorous;

2. contain plenty of action, e.g. girls and boys doing things, engines, boats, cars, animals (especially accompanied with familiar sounds which they can imitate);

3. involve rhythm and repetition - stories broken up by refrains give them time to keep up with the action of the story;

4. are true-to-life and involve familiar things. Especially at first, when children are very interested in themselves, stories should begin with things the children know to which new facts and drama are added from time to time. True to life stories also help children understand how others feel, what is 'approved' behaviour and ways of dealing with real situations. Fantasy and fairy stories are enjoyed more once children are fully aware of and secure in their day to day world and their imagination begins to be important to them. Stories which are very likely to emotionally upset children should not be told.

THE STORY TELLER

Storytellers should:

1. be confident, well-prepared and enthusiastic;

2. use language and ideas appropriate to the children's stage of development;

3. use a clear, pleasant voice which varies to fit or dramatise the meaning of the words;

4. make sure the listeners are comfortable and can see the storyteller;

5. choose a quiet time of day and try to create an atmosphere which will help the mood of the story;

6. use actions, bright and interesting pictures (large enough for children to see) or other aids to illustrate the story;

7. involve the children when appropriate with rhyme, repetition, noises, telling part of the story etc.

COMMON CHILDHOOD ILLNESSES

DISEASE	FIRST SIGNS	PREVENTION	HOW LONG THE CHILD CAN SPREAD THE SICKNESS	WHAT TO DO
Chicken pox	1) Mild fever 2) Small pimples that blister and have a red ring around them 3) Scabs and sores form	None	Twenty four hours before and six days after rash appears	Trim fingernails to prevent scratching. A paste of baking soda and water may ease itching
German measles, known as rubella or three-day measles	1) Mild fever 2) Sore throat 3) Tiny red rash that begins on the stomach 4) Swelling behind the ears and at back of neck	Rubella vaccine after one year of age	About five days or until rash is gone	Rest and care. Prevent child from straining eyes. Isolate the child from pregnant women
Measles	1) Fever 2) Sore throat 3) Dry cough 4) Runny nose 5) Red eyes for three or four days before rash 6) Rash starts at hair line and spreads 7) Small red spots with white centres inside mouth	Vaccine at 12 months of age	Seven to nine days after exposure and five days after rash appears	**MAY CAUSE SERIOUS PROBLEMS** Rest and care. Prevent child from straining eyes.
Mumps	1) Fever 2) Headache 3) Sore throat 4) Swelling and pain under ears and chin	None	Until all swelling has gone	Rest in bed until fever is gone. Keep child inside if weather is cold
Polio	1) Slight fever 2) Headache 3) Stiff neck and back	Complete series of vaccines	One week from signs, or as long as fever lasts	Hospital care is usually advised

DISEASE	FIRST SIGNS	PREVENTION	HOW LONG THE CHILD CAN SPREAD THE SICKNESS	WHAT TO DO
Strep throat which if not treated may lead to scarlet fever	1) Sometimes sick to the stomach and sudden fever 2) Sudden sore throat 3) Headache 4) Eyes and nose are runny 5) Scarlet fever, only a rash all over body.	Medicines may prevent further problems	Seven to ten days	Need a doctor's care. May also become rheumatic fever unless medicine is taken
Typhoid fever	1) Fever 2) Rash, especially on the stomach 3) May start to act strange or go into a coma	Vaccine. Do not drink unclean water	Usually 15 days	Need special care of mouth and skin. Total isolation from others. Prevent chills. Medicine
Whooping cough	1) Begins like a cold 2) Starts with mild fever and cough 3) Changes to coughing spells with a noisy gasp for air	Vaccine in infancy	Usually four weeks	**MAY BE VERY SERIOUS** Need a doctor's care

* *
*
* SUGGEST TO THE PARENT THAT THE CHILD SEE A DOCTOR *
*
* IF HE OR SHE DOES NOT SEEM TO BE GETTING BETTER *
*
* *

BASIC HEALTH RULES

General rules to follow to ensure that children enjoy health, security and proper nutrition.

1. See that each child is brought up in a happy environment. Family quarrels and tensions can be harmful to the child. Many unhappy people can trace their problems to unhappy childhood experiences.

2. Guide and encourage the child in good health practices.

3. Protect the child from contagious diseases through immunisation.

4. Provide th child with the necessary food in correct quantities, at regular intervals, to ensure good health and proper growth and development.

5. Exercise and Rest.

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DISCIPLINE

SOME TECHNIQUES FOR DEALING WITH CHILDREN'S BEHAVIOUR

1. Know the individual child with which you are dealing, i.e. age, personality, response in specific situations. You will be better able to help avoid overly threatening or frightening situations which will evoke unacceptable behaviour.

2. Do not expect children to show 'blind obedience' to all adult demands. Children should understand clearly what is being asked or expected of them. This will make it easier for them to accept, cooperate and remember.

3. Be aware of what is happening around you, e.g. in the group situation, the adult teacher needs to exercise the 'all-seeing eye', in order to deal more effectively with situations that might arise.

4. Verbal directions when given should be simple, clear and specific and should be positive rather than negative statements, e.g.

   'Let us put all the wooden blocks in this box'
   (specific)

   instead of:

   'Put the blocks away'
   (general)

   and

   'Let us see how quickly you can put away your toys'
   (positive)

   instead of:

   'Don't leave the toys there'
   (negative)

5. Words used should be simple and specific in meaning, and should not offer too many choices.

6. Avoid asking questions which can be answered by 'no' if the child is expected to do something, e.g.

   'It is time for us to put away the books now'

   instead of

   'Would you like to help me put away the books now?'

7. Try to keep the atmosphere free from tension, e.g. at times it is good to use humour to deal with situations that could easily deteriorate into problem behaviour because children feel humiliated or threatened. Offer the child an alternative.

8. Always reinforce behaviour which is desired by praising, giving positive attention etc.

9. Reduce the number of times you give attention by referring to undesirable behaviour. This will only encourage more of the same behaviour.

10. Limits should be clearly set and understood and consistency should be displayed in dealing with violation of limits, etc.

11. The practice of physical punishment should be rejected, as it is a poor example, and it does not encourage the development of internal self-control. Striking a child in anger or as a policy will encourage the child to do the same.

12. Methods of punishment used should be related to the 'crime' in some way, e.g. if an older child pushes another off the bike, forbid the use of the bike on that day instead of not giving dessert at lunchtime. A younger child should be told that this is not 'alright' and removed from the specific activity.

13. Punishment should not be delayed, e.g. a child does something in the morning for which immediate but relevant punishment is deserved but is told to 'wait until your father comes home tonight'.

14. The reasons for punishment and the method of punishment should always be clearly outlined to children who are at the age where they can understand and accept reason. This might not be appropriate for very young children. For the infant toddler, diversion or prevention might be better strategies than verbal reasoning.

Some winning ways with young children:

* Show them respect

* Reassure them from time to time

* Be gentle, honest

* Praise them

* Let them know what is expected of them

* Create opportunities for play and fun